DOCUMENT RESUME

ED 068 002 HE 003 428

| | |
|---|---|
| AUTHOR | Runnalls, James J.; And Others |
| TITLE | [Pre-Service Teacher Recruitment, Training & Placement for Professional Personnel Retiring from Industry. Director's Evaluation Report.] |
| INSTITUTION | Stout State Univ., Menomonie, Wis. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| REPORT NO | NIH-90-7921 |
| PUB DATE | [69] |
| NOTE | 71p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Adult Education; *Higher Education; *Professional Continuing Education; Program Evaluation; *Retirement; Summer Institutes; *Teacher Education; Technical Education; Vocational Education Teachers |

ABSTRACT

The major objectives of the Pre-Service Teacher Recruitment Program, in operation during the summer of 1969, were: (1) to recruit early retirees from industry and the military who possessed a technical competence to take the necessary courses in the art and science of teaching to prepare for a second career in teaching; and (2) to develop a data center that will provide information on job opportunities available in the junior colleges and technical institutes of the U.S. Participants were enrolled in 5 courses that are used as the basis for vocational certification in the State of Wisconsin: Methods of Teaching, Philosophy of Vocational-Technical-Adult Education, Education Evaluation, Guidance, and Psychology of Teaching. Selection of participants was based on: (1) current position; (2) age (generally for persons over 50 years); (3) recommendations from the applicant's latest supervising officer; and (4) degrees (a minimum of a bachelor's degree or the equivalent in coursework was required). The participants in the program felt that they were much better prepared to enter the classroom as teachers and that the program as a whole was a great success. (HS)

ED 068002

HE

# DIRECTOR'S EVALUATION REPORT

## I. BASIC INFORMATION

A. Stout State University, Menomonie, Wisconsin 54751

B. Pre-Service Teacher Recruitment, Training & Placement for Professional Personnel Retiring from Industry
Grant #76, NIH #90-7921

C. Dr. James J. Runnails, Director
Stout State University, Menomonie, Wisconsin 54751
Telephone 715-235-5541, Extension 476

Philip Ruehl, Assistant Dean, School of Applied Science & Technology - Coordinator for EPDA, Part E

E. J. Schoepp, V.P. for Business Affairs

D. Duration of training program - June 16, 1969 to August 22, 1969

Period of grant - June 1, 1969 to June 1, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

HE 08 34208

II. PROGRAM FOCUS

A. The specific objective of this program was to recruit early retirees, from industry and the military, who possessed a technical competency to take the necessary courses in the art and science of teaching to prepare for a second career in teaching.

To meet this objective of teaching preparation, the participants were enrolled in five courses which are used as the basis for vocational certification within the State of Wisconsin. It should be noted, also, that these courses meet most state's criteria for certification in vocational-technical education.

The course in Methods of Teaching emphasized techniques in teaching and the manner of effective classroom presentations. The participants made video-tape recordings of classroom presentations which were critiqued by the instructor of the course and by the participants of the institute. Strong points as well as weaknesses of presentations were brought out so that the person giving the presentation could be more aware of how to make an effective presentation and in turn become a more proficient teacher.

The course in Philosophy of Vocational-Technical-Adult Education made the participants aware of developments within the field of post-high school education. The participants were able to learn how the laws of vocational education evolved and learned what affect they had on the changing philosophies of education.

In the class of Education Evaluation emphasis was placed on techniques employed in establishing criteria for effective student evaluation. Measuring instruments in the form of tests were developed by the class, which in turn were judged for their value and effectiveness. Each student developed a set of objectives for a class in a subject area of his choice. This problem was intended to give each of them an opportunity to get the "feel" of establishing a new course for a curriculum.

The other two courses in Guidance and Psychology of teaching were intended to give the participants a better understanding of how and why people learn and how as a teacher one might be better able to counsel students and assist them in reaching the goals of education and life.

B. The secondary objective of this institute was to develop a data center which will provide information on job opportunities available in the junior colleges and technical institutes of the United States. To see if such a system could be worked out effectively within the placement services of this university, a standardized form was developed which could be sent to institutions offering programs in diverse technologies. The job openings listed with the placement office were key punched on program cards and print outs of job openings were made.

To coincide with the job listings a placement form was also developed to be filled out by people seeking positions in teaching. This form is designed so that employment competencies of a

prospective teacher can be matched with known openings in the technical fields. As this program of placement becomes more developed, it is hoped that the data center will become a reality. It will take time for schools to recognize that job opportunities can be listed here and that this information will be passed on to schools preparing teachers to fill the vacancies.

## III. PROGRAM OPERATION

### A. Participants

The primary concern that went with initiating this program was in contacting prospective candidates. Because this institution was not notified until February 3, 1969 that it had been awarded the grant, organizations knowing of possible candidates were not notified until after March 11, 1969 when letters were sent to the corporate heads of the Fortune "500" list. Several companies were prompt in notifying personnel who were responsible for keeping in contact with retirees and prospective retirees. These firms contacted us by telephone and did their best to publicize our program to those retirees. In other instances it took too long for information to filter down from corporate heads to personnel in charge of retirees. These companies apologized for not helping us out.

To rectify this situation of contacting personnel people at another time (supposing a grant for the summer of 1970 is received), contacts have been made again with the corporate heads of the Fortune "500" list asking them to identify their personnel

people in charge of retirement programs. The response has been exceedingly good. It is now assumed that a very comprehensive contact will be made with retirees from industry. To contact retirees from the military service, an earlier notification date would make it possible to get publicity in military journals subscribed to by retired military personnel.

Many house organs printed within large corporations and military and professional journals read by retirees need 30-60 days lead time for publishing information about programs such as ours.

Much nationwide publicity has been given to our program this summer in the form of feature articles (See Christian Science Monitor clipping in Appendix) and editorial comments in daily newspapers (See Appendix). These articles have brought in responses from people who are interested in future programs for retirees at Stout State University.

1. Selection Criteria

   a. Standardized test scores - not utilized

   b. Academic attainment - not utilized

   c. Current position

      (1) It was assumed that all applicants for this institute to meet one criterion would have to be retired from his usual life's work or be in a transition stage between employment and a teaching career. Consideration was also given to the military retiree who was desirous of establishing a new career in teaching.

d. Age

(1) The age factor was an important element for this program. People applying for this institute would naturally be more mature since they were retiring or were retired from their most usual vocation. It was found in placing the participants for teaching positions that discrimination because of age was present. Some employers were hesitant to consider a man over 60 years of age even though the individual was mentally alert and met the qualifications for employment. The employing agency used the excuse that retirement laws of the state made it difficult to employ new people from outside the state who were over 60 years of age. This was noticed in the State of Illinois.

e. Recommendations

(1) Recommendations from the latest supervising officer were requested of each applicant. Consideration was given most seriously to those individuals whom the recommenders felt might do a successful job of teaching. In most instances the applicants were highly recommended for this institute.

f. Degrees

(1) All applicants for this institute were required to possess a bachelor's degree or have completed the

equivalent amount of time in college plus possessing a technical competency.

g. Interview - not utilized

h. Geographic limitations - not utilized

i. Narration

(1) All in all the selection criteria established for this program worked out quite successfully. Some people who did not read the selection criteria requested applications in the hopes that they might receive a paid vacation for the summer. The honest and sincere applicant who was meeting most of the criteria for application was readily recognized. In the instance of the applicants coming from the Dow Corporation, telephone contact was received from the personnel officer at Dow who was directing applicants into our program.

To eliminate any biases by any one individual in selecting participants, the applications were reviewed by a three-member committee. All of the participants selected by this committee met with an unanimous approval. The applicants were screened on their recommendations, academic proficiency in undergraduate school, and by their statements as to why they wished to go into teaching.

It was hoped that minority groups would be represented in this program. Only one minority group person

made application for this institute. He was identified by the undergraduate school he had attended. He was fully qualified to attend this institute and was selected by the selection committee. He had elected to attend but withdrew from participation at the last moment because of a new job assignment. One of the staff members of this institute points out in his evaluation the need to bring in minority groups to this program. This is difficult to do when they do not apply.

If a larger number of applications should be received in another institute of this type, it would be advisable to have a larger selection committee. It was noted in the applications for this institute that those who met the criteria for selection had been or were engaged in managerial or personnel work, even though they did possess technical competencies or engineering degrees. The type of people who wish to go into teaching after a life in industry or the military are a unique group in that they enjoy a personal contact with people. It was also noted from inquiries received after the program was in progress that the type of people interested in going into teaching still come from the managerial ranks of industry.

2. Faculty-participant ratio

   a. The faculty-participant ratio was nine participants to two

and one-half instructors. Two instructors were employed in a full-time status and the director had a half-time teaching assignment. It is apparent that this same number of instructors could easily handle a much larger class load if the participants were available.

B. Staff

1. Two visiting faculty members had to be engaged to teach in this program. Stout State University makes its staff commitments for summer teaching positions prior to December 20 of each year. Staff originally assigned to this program were given other assignments because the University was not notified of its receipt of funds to operate this program until February 3, 1969.

The use of visiting faculty turned out to be an asset to the program. The contributing factor that enhanced the quality of the program was the fact that instructors came from three different schools which enabled them to bring a broader viewpoint of educational philosophies to the participants. The director of this program, who was teaching half-time, had served as an associate director of an NDEA Institute (1967) at Stout. The visiting instructor from North Texas State University had served as a director of an NDEA Institute in 1968 at North Texas. He made many worthwhile contributions which added to the quality of our program. These contributions developed from experiences obtained in operating his institute. The visiting instructor from Western Kentucky University lived in the same dormitory area

as the participants. His personal contact with the participants made it possible for him to know of personal and educational problems confronting the participants in adjusting to the status of students.

The rapport of the participants as a group was most outstanding. They communicated very well with each other and were always willing to help each other in any way that they could. The rapport between the participants and the staff was perhaps the most outstanding quality of the program.

The participants and instructors were invited to sit in on other classes in the industrial teacher education department to hear presentations made by visiting consultants. These men spoke on teacher certification, MDTA programs, student financial aid in vocational programs, and facility utilization.

Two visiting lecturers were brought to the Stout campus to give presentations to the participants of this institute. Classes from the industrial teacher education department were invited to sit in on these presentations.

The first visiting lecturer was Dr. Lewis Fibel who came from the American Association of Junior Colleges Office in Washington. Dr. Fibel spoke of the goals and problems of the community-junior college systems. His remarks were such that the participants were able to learn more of what is expected of a teacher who teaches in a community-junior college or technical institute. Dr. Fibel pointed out that the community-junior

colleges will be serving a greater percentage of the population than the state supported colleges and universities in the future. During the free discussion time, the participants posed questions as to how the retiree could fit into the concept of the community-junior colleges. He was of the firm opinion that this program was on the right track in preparing retirees to teach. He felt too that immediate placement of the participants would be a little difficult to accomplish during the months of July and August but that in time positions could be found for all of the men desiring to teach.

The second visiting lecturer was Mr. William Martin, Director of Vocational and Continuing Education of the Fort Wayne, Indiana school system. Mr. Martin spoke on the philosophies of the vocational schools and how they relate to the post-high school programs. The participants were able to better understand the goals of technical school programs as a result of this presentation.

The participants were more favorably impressed with Mr. Martin's presentation than with Dr. Fibel's (See Appendix, items 28-31 of Mid-term Evaluation). The participants were of the firm opinion that the presentations such as made by Fibel and Martin should be a continuing part of a repeat program for retirees.

Two field trips were taken by the participants to see how post-high school programs operate. The first trip was made to

the Eau Claire Technical Institute, Eau Claire, Wisconsin. The Eau Claire school is one of the Wisconsin state two-year institutes which prepare students for technical and trade competencies. The organization and administration of the school was explained by the director of the institution. The participants received an excellent orientation on the Wisconsin state two year program. The State of Wisconsin in unique in that it sponsors the technical institute in lieu of the community-junior college program. After the orientation meeting the participants toured the Eau Claire facilities to see what was offered in classrooms and equipment.

The second field trip was made to the St. Paul (Minnesota) Area Technical Vocational Institute. This school is one of the area vocational schools supported by the State of Minnesota to prepare post-high school students for entering into trades and for training technicians for specific technical areas. The organization and administration of the school was explained to the participants by the director of curriculum. A conducted tour of the facilities made it possible for the participants to see how the institution was designed to meet its specific purposes and community needs.

C. Activities

The specific objective of this institute was to recruit, train and place the participants of this institute. This part of the program is spelled out in applicant response (III, A) of this report.

It is assumed that the participants of this institute will be better prepared to enter into the classroom as teachers. Research conducted at Michigan State University confirms the fact that teachers in junior colleges are more successful teachers if they have completed courses in teaching methodology, examination item writing, lesson plan preparation.[1] The initiation of this institute was underway before the aforementioned research was made available to this writer or institution.

The effectiveness of the classroom presentation was greatly enhanced by the use of the lecture-discussion method. The participants were able to communicate very freely with their instructors. Excellent rapport between the instructors and the participants developed at the beginning of the program and was maintained throughout the summer.

1. The one new method of classroom presentation used in the institute was the video-tape recorder and play back. This equipment was used in the Methods of Teaching class. Each participant had an opportunity to make several classroom presentations which were taped. These in turn were played back so that the participant could wee how he looked, acted, and spoke. Also, the remainder of the class was able to critique the presentation.

---

[1] Ray, Rex E., The Instructional Functions of Engineering Technology Instructors in Michigan Community Junior Colleges as Determined Through an Analysis of Critical Incidents, (Unpublished Doctoral Dissertation) Michigan State University, Lansing, Michigan, 1966.

Strong points in the presentation were emphasized and weak points such as mannerisms, speech habits, and methods of presentation were brought to the attention of the presenter.

2. The beginning date of the classroom program coincided with the regular summer school session. This was worthwhile in that the participants were able to feel that they were a part of the regular student body. The one weak part of the institute was that it ran for ten weeks, or two weeks past the regular summer session. By operating for a ten week session the participants were able to complete ten semester hours of credit in courses which would fully qualify them for vocational certification in the State of Wisconsin. Some of the participants felt that the ten credit hours should remain but some effort should be made to have this accomplished in eight weeks instead. Board of Regents' policy requires, however, that only eight hours of credit may be earned in an eight week period. The ten week session ending August 22 also made it difficult for one man to get to his new teaching position which started August 26.

It might be concluded from this institute than an eight week institute, coinciding with the regular summer school session, would be more appropriate. The number of courses could be reduced from five to four and still have it possible for a participant to be well enough versed in teaching methodology to do an effective job of teaching.

3. The two full-time instructors each taught two courses with

a four day class per week in each course. The director of the institute taught one course which met four days a week. This arrangement made it possible for a free period each day, (See class schedule in Appendix) at a different hour each day of the week. The schedule was so arranged that no instructor had classes after 1:30 P.M. on Fridays. This made it possible for participants to have a long weekend to engage in any type of activity he desired. This free period schedule also made it possible to arrange tests so that they could be given at an hour following a free period. This arrangement met with the hearty approval of the participants as they desired to have a study period preceding an examination.

The open period each day also made it possible for the participants to confer with the director on problems which they were concerned with and also to have conferences with the instructors. This idea of scheduling turned out to be one of the most favorable aspects of time distribution.

4. The participants were consulted on when they wished to have field trips made and how they wished to use the time for conferring with the visiting speakers brought to the Stout campus. Because of the maturity of the group, formality with the instructors was not encouraged. This led to excellent rapport between the participants and the staff as a whole. They were recognized by staff members of the university family and developed many nice friendships.

A meeting with the participants revealed that they wished to have a revised schedule for examinations during the final week of the program, which proved successful.

The social activities of the institute were limited by the size of the group and by the fact that the university summer activities coincide with the desires of the participants. The university food service offered weekly international dinners which made it possible for the participants and their wives to meet as a group for an evening of social relaxation. Several informal get-togethers were held during the summer where the group ate together and then visited. A banquet was arranged by the group where they invited the staff and administrative officers and enjoyed an evening of relaxation and visiting before the institute ended. They felt that the picnics and lyceums arranged by the university more than met their social needs for the summer.

D. Evaluation

Two periods of evaluation were encompassed during the time that the participants of this institute were on campus. It was felt that the participants needed to have a definite feel of what the purpose of the program was before a justifiable evaluation could be made.

1. The first evaluation made by the participants was completed at the mid-term of the program (See Appendix). Questions for this evaluation form were compiled by the director and the two instructors engaged in the program.

Questions pertaining to the quality of instruction, classroom presentations, and interests given to the participants by the instructional staff rated very good to excellent. The evaluators felt that the welcome they received the first day and the orientation that went with it were, in the most part, excellent.

Housing and the quality of the food service brought out an interesting dichotomy. The food service and quality of food ranked six excellents and three very goods. One evaluator felt that the housing facilities were poor whereas the remainder ranked housing facilities - four excellent, three very good, and one good.

Six of the evaluators thought the stimulating atmosphere of the university and staff were excellent. Three ranked this question as very good.

All of the participants were of the opinion that a more comprehensive testing schedule would not have resulted in greater motivation and learning. Likewise, it was the opinion of this small group that a larger enrollment of participants would not have added to making this institute more a typical of a college class. All of them were of the opinion that the small size of this year's program did, in fact, make it a more meaningful program.

2. A final evaluation of this institute reported by the two visiting faculty brought out some very interesting comments

(See Appendix for copies of these reports). They said that the participants expressed a keen appreciation for the consideration given to them in the schedule of classes. The arrangement of the schedule with its provision for long weekends (no classes after 1:30 P.M. on Fridays) was appreciated by the participants and staff and encouraged more intense involvement during the week.

One instructor thought it would be more desirable and interesting to the participants to associate more closely with younger students. This could be accomplished by inviting student panels to discuss current student problems with the participants.

The visiting staff was most complimentary about the harmony and cooperative attitude of the staff. These two men attributed this feeling of harmony and enthusiasm among the participants and staff to the welcome afforded the group by the administration, the Program Director and by the Director's leadership in orientation in general and in the development of rapport. In addition to this they indicated that the informal, yet scholarly, atmosphere that existed in the classes was appreciated by the participants and resulted in maximum effort and learning.

Both of the staff members questioned the advantage of a ten week session. They were of the opinion that an eight week session might be more appropriate (The 1970 proposal calls for an eight week session).

Another observation of one of the staff members was that the awarding of the institute should have been made at an earlier date. This would have resulted in earlier contact of potential participants, faculty, and consultants. This fact is also mentioned by this writer in an earlier portion of this report.

3. The participant evaluation form provided by the Division of College Support was not able to portray a complete picture of the institute's program activities. This section of the evaluation analysis will report the tabulations of the forms filled out by the participants.

In Item B all of the participants reported that the level of the training program was integrated with previous background and experience. Three of the group of nine thought the program was too long and the remainder thought the length of the program was about right.

The unit pertaining to the ranking of the primary value of the training program identified some consistencies. Attitude change was ranked number one by six of the nine participants. Methodology was ranked number two by six of the participants also. Content and characteristics of learning were both ranked number three by three of the participants.

It can be said in reviewing the participants' reaction to the expectations of the training program that it exceeded most of their expectations.

Administrative Arrangement
(Quality of learning atmosphere created)
a. Exceeded expectations - 7 participants
b. Met expectations - 2 participants

Administrative Arrangement
(Living-Dining conditions)
a. Exceeded expectations - 3 participants
b. Met expectations - 5 participants
c. Did not quite satisfy expectations - 1 participant

Administrative Arrangements
(Effectiveness of program schedule of activities)
a. Exceeded expectations - 5 participants
b. Met expectations - 4 participants

Quality of Full-time Teaching Staff
a. Exceeded expectations - 9 participants

Quality of Part-time Teaching Staff
a. Exceeded expectations - 5 participants
b. Not applicable - 4 participants

Quality of Consultants
a. Exceeded expectations - 5 participants
b. Met expectations - 4 participants

Quality of Facilities
a. Exceeded expectations - 3 participants
b. Met expectations - 4 participants
c. Did not quite satisfy expectations - 2 participants

Group Rapport
a. Exceeded expectations - 8 participants
b. Met expectations - 1 participant

Administration-Faculty-Participant Rapport
a. Exceeded expectations - 8 participants
b. Met expectations - 1 participant

Academic Requirements of Participants
a. Exceeded expectations - 4 participants
b. Met expectations - 5 participants

4. A final evaluation, to become a part of this report, was made of the participants who had accepted teaching positions. As was indicated in the proposal for this program, the evaluation was to be conducted by a member or official of the American Technical Education Association. This evaluation was to be a two phase action. One part was to ascertain what effect the training program had had on the participants and the second part of the evaluation was to ascertain from the participants' immediate supervisors how effective a job the participants were doing as teachers.

Two evaluation instruments were designed by the director of this institute and were sent to Mr. Jerry Dobrovolny, President of the American Technical Education Association. Mr. Dobrovolny's academic position is Chairman of General Engineering at the University of Illinois. Mr. Dobrovolny critiqued the instruments and made suggestions for improving them. The corrected instruments were then prepared for use; one instrument to be filled out by the participant in consultation with the ATEA evaluator and the other instrument to be filled out by the participant's immediate supervisor in consultation with the ATEA evaluators.

Dr. George Parkinson, Director Emeritus of Milwaukee Area Technical College, was selected to do the evaluation. All the evaluations were conducted during the first semester of the 1969-70 school year.

a. As would be expected, the participants indicated that the

institute had helped them to make a successful transition from a life in industry to a teaching career. The tabulations of the participant form were as follows (See copies of forms used in Appendix).

(1) All of the participants indicated that the institute met their needs for making a successful transition to teaching.

(2) All indicated they would attend another institute if they had it to do over again.

(3) Industrial experience or military experience was an asset to their teaching career.

(4) All were teaching in areas allied to their past experience.

(5) Two indicated that they were asked to help some with curriculum construction and four indicated much involvement in curriculum construction.

(6) Three of the participants indicated that they intended to pursue additional college training as a result of their experience with the Institute.

(7) All indicated that they would recommend EPDA Institutes to friends as a way to make a transition to a teaching career.

(8) None of them felt that they would have been as effective a teacher without attending the Institute.

(9) Four of the participants felt that their present schools were meeting their expectations. Those who gave a negative response indicated a desire to teach more subjects allied to their experience but were happy with their present positions otherwise.

(10) Half of the participants indicated that their administrative officers had commented on effectiveness of their teaching as a result of attending the Institute.

(11) All of the participants expressed the opinion that they possessed adequate self-confidence in controlling classes.

(12) All of the teachers were finding teaching a rewarding experience.

(13) Most of those teaching were making adequate use of the teaching aids listed on the evaluation form. It appears that there would be an inadequate supply of programmed teaching units available for general use by them.

(14) For the most part the participants were quite satisfied with the courses they had taken in the Institute. The course in Guidance received some negative response as to its worth in future programs.

(15) As to how many years these men expect to continue teaching it was found that they expect to teach full time 8 to 17 years with an average for the group of 15 years. If this proves to be true, then the program has fulfilled one of its expected objectives: to provide effective teachers for technical and junior colleges.

b. A tabulation of the evaluation forms completed by the immediate supervisors of the participants now teaching indicated a very positive response on the effectiveness of the participants as teachers.

(1) The section dealing with personal qualities indicated that the teachers were outstanding, by and large, on their mental alertness, manner and bearing, and emotional poise. These attributes are known to be necessary for doing an effective job of teaching. All of the participants were exhibiting above average physical stamina which indicated that their ages were not detrimental to their effectiveness as teachers.

(2) The section dealing with professional competence revealed a strong consistency on the part of the participants as teachers. They showed very satisfactory to outstanding competence in all areas of evaluation.

They, the participants, were very well informed in their teaching fields and were doing excellent work in inspiring students and developing pupil self-discipline.

Two of the participants were outstanding in their creative planning and the other four were doing a more than satisfactory job of adequately planning their instructional programs.

The school administrators were most complimentary about the leadership qualities of the participants. The participants were recognized as leaders and were showing

much initiative in accepting leadership responsibilities. It is assumed that these men would possess these potentials since they had come from responsible positions in industry and the military.

The final criterion of evaluation was reaction to constructive criticism of a professional nature. Each of the participants was shown to be accepting criticism well and in one instance to invite criticism.

c. The tabulations of the evaluation forms indicate that the Institute met the needs of the participants and produced teachers who were doing an above average job of teaching. The quality of the people selected to participate in this Institute has upheld the contention that people successful in one mission of employment will also be successful in another mission of employment if given the proper training and guidance.

IV. Conclusions

It can be said of this program that the most significant aspect and outcome was the training and placement of teachers for junior colleges and technical institutes. Men and women, who had retired from industry and military, were sought to find out if they would like to enter into a second career of teaching. In our age of needing additional teachers in the growing educational field new sources must be tapped. Industry and military both retire personnel who have from 10 to 15 years os useful life left before reaching a mandatory retirement age of 65 or 70. Many of these retirees possess college degrees and a wealth of experience which could be nicely utilized in a classroom. There seems to be no reason, then, why these people should not receive an opportunity to be trained in the art and science of teaching so that they can be prepared to enter into a classroom as a teacher.

The possiblility of tapping this giant reserve of educated people from industry and the military to fill the ranks of teaching should not be overlooked. It was noted at the American Association of Junior College Convention in Atlanta last March, 1969 that approximately 50,000 new teachers would be needed for community junior colleges within the next seven years. This number of people cannot be adequately supplied by teacher training institutions in this time so it would seem plausible to consider the source of early retirees from industry and the military.

As has been pointed out before, the major weakness to this program was the small number of participants. Everything possible was done by this institution to get word of this program to organizations and industrial firms who could contact prospective candidates. News releases were sent to all professional journals which might be subscribed to by professional and technically oriented people who were retired or were about to retire (See Appendix for copies of this news release). It was noted later, however, that some house organs were unable to get word of this program into their house organs early enough to benefit us, due to the late awarding of the grant to this institution. Letters in the Appendix of this report will point out that industry desired an earlier notification of our program to be of worthy assistance in recruiting candidates.

The possibility of establishing a continuing program for retirees, as a regular part of this institution's educational program, has been duly recognized by the administration of this university. It is the opinion of this writer and others on this campus that such a program should be established first by means of supportive programs such as EPDA Institutes. This would make it possible to gain enough support from directors and supervisors of industrial retirement programs to contact prospective candidates. Editorials which appeared in daily newspapers across the nation after this program was in operation point out the type of public support encouraged by this program (See copies of editorials in Appendix). The time factor in establishing contact with prospective candidates appears to be a key factor.

Several letters of inquiry about this program were received as a result of these editorials. Once this program is fully entrenched in this institution's program it would seem possible to gain financial support from industry to support participants while they are making the transition from industry to teaching. The number of retirees who would be willing to assume the full financial cost of training to teach might be limited somewhat. Contacts are being established with industry now to see what can be done in the way of financial support for future programs once it can be proven that such programs are being fruitful.

An evaluation of participants, who have completed the training program and are now on the job teaching, has pointed out that they are making a more successful transition to teaching than if they had not had the training. Institutions who have employed the trained participants have recognized that these men are doing a more than adequate job of teaching. It is difficult to judge how successful these men would have been without the training since no control group without training has been established. We can only surmize that the training has been a positive influence on the success of the participants as teachers.

When this program was initiated, contact was made with the corporate chiefs of the Fortune "500" list to notify their retirement personnel of our program. Since this program was initiated and was in progress more positive means were taken to establish contact with retirement personnel. Letters were sent out to the same corporate

chiefs again and they were asked to identify their personnel in charge of retirement programs. In some instances it took as long as three months t et a response to that letter. The results have been such that now a comprehensive mailing list has been established so that immediate dispersal of information can be gotten to retirees who might be interested in a program such as we wish to offer. Several telephone calls have been received from people in charge of retirement programs seeking ways in which they might be able to help us. It appears that the larger industrial firms are more eager to participate in cooperating now that they know of our program. The line of communication between corporate chiefs and retirement supervisors is difficult to establish but it must be made if programs such as ours are to succeed. Now that a comprehensive mailing list has established between Stout State University and these personnel people any future programs such as ours will be more successful.

It is felt by the teacher education unit of the School of Applied Science and Technology of this institution that any future continuing programs concerning retirees could make use of existing staff.

It is necessary that funded programs be initiated early enough to make staff allocations, assignment of classroom facilities, and proper dispersal of training equipment, such as video-tape recorders and playback equipment. Stout State University is well enough equipped to handle any type of training program for retirees that might be established for summer programs such as the one now completed. If such a program were to be included during the academic year it would

be necessary to employ additional staff to handle a special group of retirees if a large enough group could be established beforehand.

It would seem more plausible for any future programs to become a part of the regular summer session. This would make it possible to accomplish the training program in eight weeks as opposed to the eighteen week academic semester. The summer program would not put a burden on housing facilities and the retiree would be more likely to make the transition into teaching after he had completed his training. It is not known yet if people would be more hesitant to go into teaching if they had to wait four to eight months before going into a teaching assignment.

Lines of communication have been established between the placement office of this institution and the junior colleges and technical institutes which would employ retirees who have completed our program. It has been noted from experience with this past institute that a more personalized placement program is necessary to place the participants in a summer program. This has been enhanced, however, by establishing a programmed placement system within the placement office which was one of the objectives of this institute. Now that the junior colleges and technical institutes are aware of the program we have run and which we might operate in the future there undoubtedly will be much more cooperation in these institutions seeking out prospective candidates from our program for their teaching positions.

Even though this program this past summer did not have a large enrollment we were able to recruit a group of retirees who had an

honest and sincere desire to teach. They were deeply interested in the subject matter which was presented and were looking for extra reading materials continuously which would add to their preparation as teachers.

# STOUT STATE UNIVERSITY

MENOMONIE, WISCONSIN
54751

April 28, 1969

It is a pleasure for me to inform you that our Evaluation Committee has selected you as a participant to the EPDA Summer Institute, "Pre-Service Teacher Recruitment, Training and Placement for Professional Personnel Retiring from Industry", to be held on the Stout State University campus from June 16 to August 22, 1969. Please accept my warm congratulations. Your application papers indicate that your professional career in industry will be an asset to you as you embark upon a teaching career.

We sincerely hope that you will find it possible to accept this invitation to be a participant in the Institute.

Will you please sign the attached carbon copy of this letter and indicate your choice of acceptance or rejection. This signed letter can be returned in the enclosed envelope and should be postmarked no later than May 9, 1969.

As soon as the participants to the Institute are identified we will send you other pertinent forms and information relating to the Institute. If you should have any questions needing immediate clarification I may be contacted by telephone at Area 715-235-5541, Extension 476.

Sincerely yours,

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR:bc

Enclosures

_____ I hereby accept the invitation to be a participant in the EPDA Summer Institute.

_____ I do not now wish to be a participant.

_____ _____

Date Signature

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

May 16, 1969

Dear Sir:

I am pleased to learn that you have accepted the invitation to attend the EPDA Summer Institute. There are a few forms which must be filled out and returned to complete your registration. I will detail some specific directions for each form.

The Wisconsin State Universities' application form shouldbe filled out in all areas not red-lined. This form will be used to identify you as an enrollee at Stout State University. Return this form to my office.

The Application for Stipend form should be completed by you, as stipulated in the brochure describing the Institute, you can claim only one (1) dependent. Return this form to my office.

The housing application should be filled out and returned to the: Director of Housing, Stout State University. Housing in the dormitories is such that a single room for one person is $10 per week. Couples desiring to live in the dormitories will be charged $8 each per week. The Commons cafeteria located on the south end of the campus will serve an evening meal. All housing for the summer will be on the south campus.

It is necessary that we have a copy of your official transcript for work completed for your bachelor's degree. We do not as yet have a copy of this transcript in your file. Will you please request your undergraduate school to send me a copy of your transcript and please specify that it be sent directly to my address so as to eliminate any mixup.

Will you please have the enclosed evaluation form completed by your immediate supervisor and returned to my office so that it will be with your records.

You will have no need to be concerned with fees or problems with registration. The formal act of registering will be completed through my office. A copy of the class schedule for the Institute is enclosed.

I am enclosing literature about Menomonie and the Stout campus for your perusal. If you plan to drive from the East, Interstate 94 is open all the way from Chicago now. A map of Wisconsin is enclosed.

Sincerely yours,

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR:bc

Enclosures

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

May 22, 1969

Dear Sir:

It is time to provide you with additional information so that your final plans may be formulated for attending the EPDA Summer Institute.

Because you will be arriving on the campus at various times, I think it will be best for us to all formally meet on Monday, June 16. Arrangements have been made for us to meet in the President's Room in the Memorial Student Center. It might be well if we could all plan to be on the scene by 9:00 A.M. Coffee and rolls will be served. I would like to invite the wives who will be accompanying their husbands to also join us so that everybody will have a chance to meet. After our coffee hour we will tour the campus and complete registration proceedings.

Some of you might be concerned with the payments of the stipend which you will receive, which will amount to $75 a week plus $15 a week for one dependent. It has been arranged with the business office to pay you in three installments. The first check should be available on or before June 20 if accounting problems are not encountered in Madison. The other checks will be available on July 21 and August 18 barring any unforseen complications.

Social activities for the group for the summer will be taken care of by a committee selected from your group. I believe that a few group outings might be entertaining as well as enjoyable but, again, this will be up to you to decide. It will be your summer here and we want you to enjoy your stay.

I am enclosing a map of the campus so you can find your way around as well as a map of the city and of the county. The county map will help you to find your way around the lakes and streams.

I can't think of any other things to tell you right now. If you have questions upon arrival in town I will be at home during the afternoon of June 15 and you can call me there. My home phone number is 5-9491. We will be looking forward to seeing you on June 16.

Very truly yours,

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR:bc
Enclosures

## KNOW YOUR TEACHING STAFF

The following is a brief resume' of the staff with whom you will have contact this summer. We thought you might want to know a little bit about the staff, such as where they come from and who will be teaching the courses you are taking this summer.

### DR. JAMES J. RUNNALLS

Dr. Runnalls, who is directing the Summer Institute, is a Professor of Industrial Art in the Department of Wood Technics and Plastics at Stout State University. He served as a co-director of a NDEA Summer Institute at Stout two years ago. Dr. Runnalls is a native of Wyoming and holds a Bachelor's degree from the University of Wyoming, a Master's degree from Colorado State University, and a Doctor's degree from the University of Missouri. His teaching experience has been in the field of industrial arts at the high school and college level in Nebraska, Michigan, Minnesota, Missouri and Wisconsin. Dr. Runnalls has served as a consultant and speaker on industrial plastics in education and teaches plastics courses during the school year.

### DR. HOLLAND E. BOAZ

Dr. Boaz is an Associate Professor of Industrial Arts at Western Kentucky University in Bowling Green, Kentucky. He will be teaching the courses in Educational Psychology and Educational Evaluation and will be assisting in teaching the Methods of Teaching. Dr. Boaz has done research on technology programs and is well versed on the position of technical education in our technical society. He is a native of Kentucky and has taught at the secondary and college level in Kentucky. He received his Bachelor's degree from Western Kentucky University, his Master's degree from Texas A & M and his Doctor's degree from the University of Missouri. In addition to teaching in Kentucky, Dr. Boaz has taught at Texas A & M and the University of Missouri. In his current assignment at Western Kentucky he advises Industrial Technology majors and supervises student teachers.

### DR. JAMES H. MAHONEY

Dr. Mahoney is a Professor of Industrial Arts at North Texas State University in Denton, Texas, and will be teaching the courses in Philosophy of Vocational, Technical Adult Education, Educational Guidance, and will be assisting in teaching the Methods of Teaching. Dr. Mahoney, a native Missourian has taught in all levels of education, elementary through college. He earned his Bachelor's degree from Northeast Missouri State College and his Master's and Doctor's degrees from the University of Missouri. He directed an NDEA Institute at North Texas State during the summer of 1968 and has served as visiting professor at the University of Arkansas. His current teaching assignment at North Texas State makes him responsible for placing and supervising student teachers in industrial arts and teaching the History and Philosophy of Industrial Arts.

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

Dear Sir:

Some time ago the Teacher Placement Office of Stout State University contacted some of you about the EPDA Institute "Pre-Service Teacher Recruitment, Training and Placement for Professional Personnel Retiring from Industry" being held here on the Stout State University campus. This program is now underway and we are concerned with placing the participants in teaching positions in junior colleges or technical institutes where the greatest demands exist for men with training and experience such as these participants possess.

To prepare these retirees to teach, our program is offering them five courses: Philosophy of Vocational-Technical-Adult Education, Methods of Teaching, Educational Evaluation, Educational Psychology, and Guidance. Research has substantiated our belief that these people should be more successful teachers as a result of having had the above mentioned courses.

A brief resume' of the men to be placed is enclosed for your perusal. If any one of them should happen to meet the qualifications for a job opening in your institution please feel free to contact me (Area 715-235-5541, Ext. 476) or the prospective candidate. Each of the candidates has a more complete resume' and would be willing to make it available to you.

Sincerely yours,

James J Runnalls

Dr. James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR:bc

Enclosures

THOMAS H. DRINKWATER; married; 50 yrs. old; male; 2 children; B.S.-Naval Postgraduate School, 1959, Meteorology; Experience: 22 years Naval Service, Naval Aviator, Lieutenant Commander; 5 yrs. County Veterans Service Officer; 2 1/2 yrs. Social Worker II, County Department of Social Services; Address: Route 2, Box 240 A, Spooner, Wisconsin, permanent; 165 HKM Hall, Stout State University, Menomonie, Wisconsin 54751, temporary; Faculty recommendation: Dr. James J. Runnalls, Director of EPDA Institute, Stout State University, Phone: 715-235-5541, Ext. 476; Other recommendations: Kenneth Schricker, Chairman District 17, Vocational School Board, Spooner, Wisconsin; Senator, Holger B. Rasmusen, Wisconsin Senate, Spooner, Wisconsin; Position Desired: (1) Teaching Vocational or Junior College level basic electronics, math or physics.

HERMAN R. OGG; married; 53 yrs. old; male; 2 children, married; B.S. Honors-Northwestern University, 1938, L/A, Psychology; M.S.-Kansas State Teachers College, Emporia, Kansas, 1963, Education; Additional work Kansas State College, Pittsburg, Kansas, 1969; Kansas State Teachers College, 1968-69; Stout State University, 1969, EPDA Institute, education and vocational education; One year teaching experience community junior college; Address: Fair Oaks Campground, Stout State University, Menomonie, Wisconsin; Home address: 327 E. 3rd, Douglass, Kansas; Recommendations: Dr. Melvin Neely, Executive Secretary, Kansas State Teachers Association, 715 W. 10th, Topeka, Kansas; Ronald D. Wilson, Dean, Butler County Community Junior College, El Dorado, Kansas; Type of position desired: (1) Coordinator of new Distributive Education Program, Junior College, (2) Director, Business Education Program, Junior College, (3) Dean, Junior College.

MYRON E. WOOD; married; 60 yrs. old; male; B.S.-Drake University 1965, Business Administration with minor in Industrial Relations; Presently enrolled in EPDA Institute at Stout State University; Graduate Gem City Business College, Quincy, Illinois, 1932, business and steno work; Odd jobs (depression!) until Dec. 10, 1934 when employed by Firestone Tire & Rubber Company, Akron, Ohio as steno in mechanical division; Purchasing agent 1941-43; Army service 1943-45 as top secret NCO in China Theatre; Returned to Firestone Des Moines plant Jan. 1946 as factory employment manager until early retirement July 1, 1969; In addition to employment functions, was responsible for plant medical department, handling of state industrial compensation, SUB plan and special events; Recommendations: Dr. James J. Runnalls, Director of EPDA Institute for Professional Personnel Retiring from Industry, Stout State University, Menomonie, Wisconsin 54751; Mr. J. W. Errett, Industrial Relations Manager, P.O. Box 1295, Des Moines, Iowa; Type of position desired: (1) Teaching industrial relations & related subjects in Community or Junior College, (2) Coordinator of Housing and/or Health Services in Liberal Arts or Junior College; Home Address: Box 415, Walker, Minnesota 56484; College Address: Stout State University, HKM Hall, Room 152, Menomonie, Wisconsin 54751.

ROBERT E. BOCKRATH; married; 56 yrs. old; male; children married; B.S.-M.E. -University of Michigan, 1934; Experience: Continuous with Dow Chemical Company since 1934, Midland, Michigan, Los Angles, Houston and New York; 9 yrs. Project Manager, Railroad Industry, metals, plastics and chemicals; 6 yrs. Technical Consultant, design, manufacturing, metals, industrial, aircraft and missile industries; 11 yrs. Division Sales Manager, industrial, aircraft and missile industires, metals; 4 yrs. Metallurgical Lab., Research Engineer; 5 yrs. Structural and Chemical Plant Engineer; Local Address: 1202 1/2 Stout Street, Menomonie, Wisconsin 54751, Phone: (715) 235-5320; Permanent Address: 6125 Eastman Road, Apt. 7-B, Midland, Michigan 48640, Phone: (517) 631-3632; References: Mr. R. D. Sweet, General Sales Manager, Dow Chemical Company, 6000 W. Touhy Avenue, Chicago, Illinois 60648, Phone: (312) 774-6000; Dr. R. S. Busk, Director of Research for Metals, Dow Chemical Company, Midland, Michigan 48640, Phone: (517) 636-2477; Mr. W. A. Groening, Jr., Gen. Counsel, Dow Chemical Company, Midland, Michigan 48640, Phone: (517) 636-1957; Type of position desired: Faculty staff, Junior College or Technical Institute, metal technology, product design, cost analysis, marketing,sales management and related subjects.

EZRA MONROE; married; 59 yrs. old; no children; male; B.S.-Idaho State University, Pocatello, Idaho, 1933, Pharmacy; M.S.-University of Michigan, Ann Arbor, Michigan, 1934, Pharmaceutical Chemistry; Ph.D.-University of Michigan, 1937, Pharmaceutical Chemistry; Stout State University, Menomonie, Wisconsin, 1969, EPDA Participant; Experience: Industrial, 1936-1969, The Dow-Chemical Company, Midland, Michigan, research and development, laboratory, supervision, liaison with other companies, government and universities, handling of technical information, research administration and staff; Address: temporary, HKM Hall, 164 Milnes, Stout State University, Menomonie, Wisconsin 54751, Phone: 715-235-5541, Extension 349; Permanent address: 1012 Balfour Street, Midland, Michigan 48640, Phone: 517-631-2562; Faculty recommendation: Dr. James J. Runnalls, Director of EPDA Institute for Professional Personnel Retiring from Industry, Stout State University, Menomonie, Wisconsin 54751; Other recommendations: Dr. David H. Morgan, Director of College Relations, The Dow Chemical Company, Midland, Michigan 48640; Dr. J. E. Johnson, Vice President and Director of Research & Development, The Dow Chemical Company, Midland, Michigan 48640; Dr. H. S. Nutting, 1608 Crane Court, Midland, Michigan 48640; Dr. E. R. Britton, Emeritus Superintendent, Midland Public Schools, 14 Dartmoor Place, Midland, Michigan 48640; Type of position desired: (1) Staff assistant to adminsitrative personnel or coordinator of cooperative programs among Universities, Government, Industry, and Institutes, (2) Research planning and guidance, (3) Technical communications and administration of information handling, (4) Teaching of guidance in technical report writing or business intelligence and ethics.

RICHARD W. SWINEHART; married; 58 yrs. old; 3 married children; male; B.S.-Michigan Technological University, 1931, Chemical Engineering; Chemical Engineer, Michigan Technological University, 1948; Experience: 5 yrs. Quality Control Chemist, 7 yrs. Chemical Process Research, 6 yrs. Chemical Production Supervisor, 5 yrs. Management, 5 yrs. Personnel Relations at The Dow-Chemical Company; Address: Midland, Michigan 48640, Phone: 517-636-1000; Recommendations: Dr. Carl Shafer, Director of Placement, The Dow-Chemical Company, Phone: 517-636-1682; Mr. Robert Carter, Director of Personnel location, The Dow-Chemical Company, Phone: 517-636-2691; Dr. James J. Runnalls, Director of EPDA, Phone: 715-235-5541, Ext. 476, Stout State University, Menomonie, Wisconsin 54751; Mr. Albert T. Moosberg, Director of Government Affairs Research, The Dow Chemical Company, Phone: 517-636-0637; Type of position desired: (1) Administrative Personnel, Placement Officer and Counselor, (2) Instructor of Plastics, Pulp and Paper, Waste Control, (3) Physical Plant Operation Supervisor; Home Address: Box 157, Route 1, Roscommon, Michigan 48653; College Address: HKM Hall, Room 166, Stout State University, Menomonie, Wisconsin 54751.

HAROLD B. ATTERBURY; married; 60 yrs. old; 2 children; male; B.S.-New Jersey State Teachers College, 1947, Industrial Arts; M.A.-Columbia University, 1948, Educational Administration; Carnegie Tech., Summer Session, Graphic Arts, 1948; Experience: 1958-1969, Publishee-editor-owner, Dodge County Independent-News; 1953-1958, sales representative-sales manager, Intertype Corporation; 1950-1953, Instructor-Assistant Professor, Printing management, Carnegie Tech.; 1946-1949, Instructor, Graphic Arts, Belleville, New Jersey High School; 1943-1945, U. S. Army; 1940-1943, Linotype operator, Nyack Journal News; 1934-1940, Service Station Manager, Socony-Vacuum Oil Company, Nyack, New York; 1932-1934, Foreman-compositor, Nyack Daily News; Apprentice, Lakewood Times & Journal, Lakewood, New Jersey; Also worked as Linotype operator on the Newark Evening News, Newark, New Jersey, and the Pittsburgh Press, Pittsburgh, Pennsylvania; Address: Summer session, Stout State University, Menomonie, Wisconsin, Room 112, Keith Hall; Business Address: 350 East Oak Street, Juneau, Wisconsin 53039; Home Address: 253 Oakwood Blvd., Hustisford, Wisconsin 53034; Faculty recommendation: Dr. James J. Runnalls, Director of EPDA Institute, Stout State University, Menomonie, Wisconsin; Ed Tippo, Adult Education, Norfolk Public Schools, Norfolk, Virginia; Ken Burchard, Head, Department of Printing Management, Carnegie Tech, Pittsburgh, Pennsylvania; W. E. Kohn, Chairman, Dodge County Board of Supervisors, Dodge County, Wisconsin and President, Hustisford State Bank, Hustisford, Wisconsin; Bob Hemmy, Executive Vice President, Midland Union Mutual Insurance Company, Juneau, Wisconsin; Ira Cravillion, former secretary of the Dodge County School Committee, now associated with the C.E.S.A., Waupun, Wisconsin; Type of position desired: Instructor, Area Vocational and or Technical School, University, college, junior college, Typographic Lab.

WAYNE A. GUSTAFSON; married, male; 48 yrs. old; 2 children. B.T.S. & D.C.-Western States College, Portland, Oregon, 1954; Undergraduate work at University of Minnesota; Now enrolled in summer EPDA Institute, Stout State University, Menomonie, Wisconsin 54751; Home address: Box 260, Route 2, Grantsburg, Wisconsin 54840, Phone 715-463-5565; Experience: 9 yrs. Electro-mechanical Design and Development; 2 yrs. Class "A" Mechanical Inspector; 4 yrs. Designer and Builder of homes and high rise apartments; 8 yrs. Owner of manufacturing plant in the areas of tool, die, jig and fixture; Semi-retired in 1967 with patent royalty remuneration; Presently employed as an instructor in Communications, Human Relations, Blueprint Reading and Math. for the Wisconsin Vocational Schools, District 18, New Richmond, Wisconsin; Presently certified in Machine Shop 420 and Mechanical Drafting 421; Position desired: (1) Instructor of Tech. Drafting and Design, (2) Instructor in the Basic Science Subjects for Health Occupations; Reference: Mr. Richard Roder, Trades and Industry Coordinator, AD-VO-TECH District 18, New Richmond, Wisconsin 54017, Phone: 715-246-6563; Personal references: Mr. J. J. Casper, Assistant Director of the F.B.I., 604 Kenbrook Drive, Silver Springs, Maryland 54017; Mr. A. W. Millmond, Pres. of the Board ret., Waddel and Reed Mutual Funds, Kansas City, Missouri, Phone: 602-253-9514, Address: 2321 N. Central Avenue, Phoenix, Arizona 85004.

PLACEMENT FORM
STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN

Date _____

. Name of Institution (1–24) Abbreviate as necessary

. Number and Street (25–43) Leave space between elements-abbreviate as necessary

. City (44–54) State (72–74) ZIP (75–79)

. _____ (1–3) Do not write in squares
Type of Position Open

. _____ (4–6) Do not write in squares
Subject Area to be Taught

. Degree Requirements (7–8)
Check appropriate space ____ None ____ B.S. (9–10) ____ M.S. (11–12)

. Trade Experience Necessary (13–14)
Check appropriate space ____ Yes ____ No (15–16) ____ Years (17–18)

. Are there special certification requirements (19–20)
Check appropriate space ____ Yes ____ No (21–22)
Specify _____

. Length of School Term (23–24) Mo. (25–26) Day (27–28) Year to (29–30) Mo. (31–32) Day (33–34) Year

. Salary Base Starting B.S. $(36–40) M.S. $(42–46)

. Name of Reporting Officer (1–17)

. Title (18–39)

# Retirees find new careers in teaching

By Michael W. Fedo
*Special to The Christian Science Monitor*

**Menomonie, Wis.**

They'll retire to the classroom as teachers, the 25 men who have enrolled in a 10-week summer institute here at Stout State University. Among them are industrial chemists, technical editors, a naval meteorologist, and office managers, ranging in age from 50 to 65.

All 25 have recently retired from industry or the military and are now returning to school under the federally funded Education Professions Development Act to prepare for second careers as classroom teachers in junior colleges and technical schools.

Under current practice many persons are forced to retire at 65. Although some possess knowledge and experience that would be invaluable in the classroom, they often lack the education certification that would make them eligible for employment as teachers. Age too might bar them from teaching.

While the routine process of certification generally stipulates a full academic year of preparation, most such requirements are waived for participants in the Stout State program. "We feel that the backgrounds these individuals are able to bring to a classroom will more than offset their lack of professional education training," explains Dr. James Runnalls, project director.

Participants are, however, required to hold a bachelor's degree from an accredited college or university and must have been employed or active in a specific skill or trade for at least two years.

The opportunity open to skilled retirees is indicated by statistics from the American Association of Junior Colleges. Fifty thousand new instructors must be found by 1976, and an additional 10,000 will be required to fill absences created by present staff members who leave the teaching profession.

"Each year between 60 and 70 new junior colleges are opening up in this country," Dr. Runnalls said. "And there just aren't enough qualified personnel to staff all of them. This shortage is especially critical in the technical areas, and that's where retirees can lend a hand."

The participants themselves, while enthusiastic about their new opportunities, temper enthusiasm with realism. Thomas H. Drinkwater, a retired naval officer, who has also operated a radio-TV repair shop and recently retired as a social worker, says, "I'm not expecting to find a pleasant job without pressures. I am aware of problems facing education in this country. But at the same time, teaching has always appealed to me as a challenging and rewarding occupation. I feel I have a contribution to make, and greatly look forward to my new career."

Most of the trainees are financially well-situated but are willing to face the challenges of teaching because of a sincere desire to be of service.

These retiree-students are studying full-time and receive $75 per week during the session. Courses include philosophy of vocational, technical, and adult education; teaching methods; educational psychology; educational evaluation; and guidance and counseling.

The program includes placement service for those who complete the project. Graduates expect to be matched with available jobs in localities where they wish to live.

Should the experiment prove successful, it may be expanded to 50 students next summer, with the possibility of developing into a permanent institute.

# Don't Retire! Try Teaching

The first program in the nation aimed at retraining professional personnel in industry and the military for new careers in education when they approach retirement age was announced today.

Stout State University will serve as the recruitment, training and placement center for the program.

The primary objective of the program is to tap an unused resource of trained professional people and prepare them to serve as teachers in higher education, according to Philip W. Ruehl, assistant dean of Stout's School of Applied Science and Technology and the project's developer.

Federal government figures indicate that industry will need 650,000 new technicians by 1975, Ruehl said, an increase of about 6.4 per cent annually. These new technicians will have to be trained in technical schools or junior colleges, creating a tremendous demand for additional teachers.

Interviews conducted with some of the nation's largest industries indicated a real need and high enthusiasm for the project, according to Ruehl.

"We feel that persons leaving military service and industry generally between the ages of 50 and 65 can make a major contribution in the field of education," Ruehl said. "In many cases, qualified individuals slip into retirement or assume jobs that are not challenging and beneath their abilities. This is wasted manpower."

To qualify for the program, an individual must have at least a bachelor's degree and experience in a technical area.

**Data Center**

One of the secondary objectives of the program, Ruehl said, is to develop a national data center which will provide information on job opportunities available in the junior colleges and technical institutes. The data center will help other teacher training institutions fill critical shortages by providing information on programs that should be emphasized to reduce the time gap between supply and demand for teachers.

A three-month summer institute for the first 25 participants will begin June 16, Ruehl said. Accepted applicants will receive stipends of $75 a week plus $15 for each dependent. Tuition will be waived and all fees will be paid by the project.

Summer work will include the psychology of learning, methods of teaching, principles of vocational education, and curriculum development, Ruehl said.

"Every effort will be made to keep the instruction in tune with the participant's needs and the staff will be alerted to recognize the maturity and experience of each individual," Ruehl said.

"If this pilot session proves successful, a much broader recruitment of retired persons will be made -- up to 100 a year. Once this project proves operational and self supporting, other teacher training institutions could conduct similar programs."

The project is federally funded by a $60,000 grant under the Education Professions Development Act.

Ruehl said that applications for the program would be handled through him until a director is named.

# SSU Pioneers Training Program

James J. Runnalls, a Stout State University professor, has been named director of a special three-month summer institute to retrain persons in industry for new careers as teachers.

The announcement of Runnalls appointment was made Thursday by William J. Micheels, university president.

Runnalls, 41, has been in the wood technics and plastics department at Stout since 1966. He is a former superintendent of public schools in Inman, Neb., and has taught industrial arts at schools in Missouri, Michigan, and at Mankato State College, Mankato, Minn. His doctorate is from the University of Missouri.

Runnalls said the project's aim was to retrain persons who are considering retirement from industry or the military for careers in higher education.

"We feel that persons leaving industry or the military service can make a major contribution by filling the numerous teaching vacancies that exist," Runnalls said. "Education thus far has failed to tap this unused source of teacher manpower."

The summer institute will begin June 16 on the Stout campus. Runnalls said that he was now accepting applications. Accepted applicants will receive stipends of $75 a week plus $15 for each dependent. The project is funded by a $60,000 grant under the Education Professions Development Act. All tuition and fees have been waived.

Runnals

THE NEWS-HERALD
Serving Lake County, Euclid, Richland Heights and West Geauga, Ohio
*An Independent Newspaper*
HARRY R. HORVITZ, Publisher
JAMES K. COLLINS, Editor ALAN G. NICHOLAS, General Manager

*"Search for the truth is the noblest occupation of man; its publication is a duty."*



# *Teaching Is a Special Art*

A BOOK called "Life Begins at 40" was highly popular some years ago. Since then the ante has been upped. for some people, a new life is beginning considerably later than 40.

Enrolled in a 10 - week summer institute at Stout State University in Menomonie, Wisconsin, under a federally funded Education Professions Development Act, are 25 men ranging in age from 50 to 65. They are preparing for careers as classroom teachers in technical schools and junior colleges. These will be second careers for the participants, who have backgrounds in such diverse fields as chemistry, editing and office management.

Participation in this program requires a bachelor's degree and a minimum period of employment and activity in a specific skill or trade. The unusual demand for a full academic year for certification is waived because, according to the project director, Dr. James Runnalls, it is believed that "the backgrounds these individuals are able to bring to a classroom will more than offset their lack of professional education training."

DATA CATHERED by the American Association of Junior Colleges attest to the need for such a program. It is estimated that 50,000 new instructors must be found by 1976, and 10,000 more will be needed to fill the spots vacated by teachers who will leave the profession.

One heartening aspect of the EPDA program is the use of knowledge and talent held by many professionals in all fields who face compulsory retirement because of age. Without teaching accreditation, their talents go to waste while they are still active enough to make a valuable contribution to education. The Stout University program sets an example for other schools throughout the country.

BUT A WORD of caution is advisable.

Teaching is a rather special art. Not everyone who can do something well can teach others to do it. A skilled chemical researcher, for instance, might flop completely as an instructor in the rudiments of chemistry.

It would be a grave error to think that teaching is a profession into which society can dump people who have lost their usefulness elsewhere.

Students also need the verve and empathy which young teachers can supply.

Consequently the ability to impart knowledge must be demonstrated by those of any age entering the teaching profession. In the end, it's not what the teachers knows but what he can get the pupil to learn that counts.

## Runnalls to Head Stout's Summer Industry Institute

MENOMONIE (Special) — James J. Runnalls, a Stout State University professor, has been named director of a special three-month summer institute to retain persons in industry for new careers as teachers.

The announcement of Runnalls' appointment was made Thursday by William J. Micheels, universily president.

Runnalls, 41, has been in the woood techniques and plastics department at Stout since 1966. He is a former superintendent of public schools in Inman, Neb., and has taught industrial arts at schools in Missouri, Michigan and at Mankato State College, Mankato, Minn. His doctorate is from the University of Missouri.

Runnalls sai dthe project's aim was to retrain persons who are considering retirement from industry or the military for careers in higher education.

"We feel that persons leaving industry or the military service can make a major contribution by filling the numerous teaching vacancies that exist," Runnalls said. "Education thus far has failed to tap this unused source of teacher manpower."

The summer institute will begin June 16 on the Stout campus. Runnalls said that he was now accepting applications. Accepted applicants will receive stipends of $75 a week plus $15 for each dependent. The project is funded by a $50,000 grant under the Education Professions Development Act. All tuition and fees have been waived.

St. Paul Pioneer Press Dispatch

An Independent Newspaper

Bernard H. Ridder, Chairman of the Board
Bernard H. Ridder Jr., President and Publisher

T. L. Corlin, General Manager
Geo. H. McFadden, Advertising Director
T. F. Lanford, Production Manager
Ivan G. Sundberg, Circulation Director

William G. Sumner, Editor
Glenn Ickler, Associate Editor
Fred S. Heoberlin, Executive Editor
John R. Finnegan, Ass't Executive Editor
H. G. Burnham Jr., Managing Editor

WASHINGTON NEWS BUREAU, National Theater Bldg.
ADVERTISING OFFICES, Sawyer-Ferguson-Walker Company
NEW YORK CHICAGO DETROIT PHILADELPHIA DALLAS
ATLANTA SAN FRANCISCO LOS ANGELES MINNEAPOLIS
Current files of the Pioneer Press and Dispatch are maintained at these offices.

7/15/69

## Editorials

# Educational Resource

There's an educational experiment under way at Stout State University, Menomonie, Wis., which could produce some excellent classroom teachers and, at the same time, help this nation find a way to overcome its deplorable tendency to waste valuable talent.

Twenty-five men who have retired from jobs in industry and the military are enrolled at Stout in a 10-week summer institute which will lead to employment as teachers. They range in age from 50 to 65 and include former industrial chemists, technical editors, a naval meteorologist and office managers.

Many men tire of industry or are forced to retire at an age when they are still vigorous. Although some possess knowledge and experience that would be of great value in the classroom, they lack the education certification needed to make them eligible for employment as teachers.

The men at Stout are enrolled under the federally funded Education Professions Development Act in a program which bypasses many of the requirements included in the routine process of certification. This process normally takes a full academic year.

The project director at Stout, Dr. James Runnalls, says the backgrounds of the men "more than offset their lack of professional educational training." All that is required is that they have acquired a bachelor's degree at some time in their lives and have been employed or active in a specific skill or trade for at least two years.

Runnalls points out that there is a growing market for the talents these prospective teachers possess. "Each year between 60 and 70 new junior colleges are opening up in this country," he says. "And there just aren't enough qualified personnel to staff all of them. This shortage is especially critical in the technical areas, and that's where retirees can lend a hand."

If the experiment proves successful it may be expanded to 50 students next summer. Eventually a permanent institute may be developed so that a retiree who isn't ready to spend his days puttering in the rose garden or snoozing in the sun can share the knowledge he has gained in a lifetime of work.

## Teaching Career Offered Retirees

Kodak retirees who might want to consider a teaching career at the junior college or technical school level should contact Stout State University, Menomonie, Wis., where a summer institute is scheduled for people retiring from industry and the military. The university is serving as the recruitment, training and placement center for the program under a federal grant from the U.S. Office of Education.

To qualify, a person must have at least a bachelor's degree and experience in a technical area. Applications may be obtained by writing to: Dr. James J. Runnalls, Director, EPDA Institute for Professional Personnel Retiring from Industry, Stout State University, Menomonie, Wis. 54751.

Candid

APRIL 11, 1969
VOLUME 15 NUMBER 15

GENERAL FOODS
WESTCHESTER, N.Y.

## *Education Careers Open To Retirees*

GFers who are retiring within the next few years may be interested in a new program to tap and train professional people in industry for new careers in education.

The program is being financed under a grant from the U.S. Office of Education and the first summer training session will be held starting June 16 at Stout State University, Wisconsin. The school is the recruitment, training and placement center for the program.

GFers who would like details on the program may obtain them from Chris Harwich, Ext. 2611.

### COLLEGES NEED RETIRED PROS

Making retirement plans? Then consider this proposal from Stout State University in Menomenie, Wisconsin: retired professional or technical personnel who have a yen to teach upon retirement can apply at Stout State for part of a Federal grant to retrain for post-retirement teaching positions.

Armco managers with at least a bachelor's degree and managerial or technical backgrounds may be eligible for a three-month summer institute that will include the psychology of learning, methods of teaching, principles of vocational educational and curriculum development. Accepted applicants will receive stipends of $75 a week plus $15 for each dependent. Tuition for the re-training session is waived and all fees are paid by the grant.

The idea behind the whole program is to tap an unused resource of trained professional people and prepare them as teachers in higher education. This is the first program in the nation aimed directly at retraining professional managers in industry and the military for new careers in education as they approach retirement age.

If you're nearing retirement and haven't solidified plans, you can get further information about the project by contacting Philip W. Ruehl, Assistant Dean of the School of Applied Science and Technology, Stout State University, Menomonie, Wisconsin 54751.

# ditorial

## New Jobs For Older Folks

Several years ago a book called "Life Begins at 40" acted much interest and cut quite a swathe. The caught on that maybe most of us weren't too old r all.

Since then, encouragingly, the ante has been upped. some people a new life is beginning at considerably r than 40.

Some of them are enrolled in a 10-week summer itute at Stout State University in Menomonie, Wisin. Under a federally funded Education Profesis Development Act, 25 men ranging in age from 50 55 are preparing for careers as classroom teachers technical schools and junior colleges. These will be ond careers for the participants, who have backunds in such diverse fields as chemistry, editing and ice management.

Participation in this program requires a bachelor's gree and a minimum period of employment and acity in a specific skill or trade. The usual demand a full academic year for certification is waived beise, according to the project director, Dr. James nnalds, it is believed that "the backgrounds these inviduals are able to bring to a classroom will more in offset their lack of professional education training."

Data gathered by the American Association of Jun- Colleges attest to the need for such a program. It estimated that 50,000 new instructors must be found 1976, and 10,000 more will be needed to fill the spots cated by teachers who will leave the profession.

One heartening aspect of the EPDA program is the e of knowledge and talent held by many professionals all fields who face compulsory retirement because of e. Without teaching accreditation, their talents go to aste while they are still young enough to make a valule contribution to education. The Stout University ogram sets an example for other schools throughout e country.

## *Starting a New Career*

*An Editorial From The Alexandria Gazette*

YEARS AGO a book called "Life Begins at 40" cut quite a swathe. Since then the ante has been upped: for some people, a new life is beginning at considerably later than 40. Some of them are enrolled in a 10-week summer institute at Stout State University in Menomonie, Wisconsin. Under a federally funded Education Professions Development Act, 25 men ranging in age from 50 to 65 are preparing for careers as classroom teachers in technical schools and junior colleges. These will be second careers for the participants who have backgrounds in such diverse fields as chemistry, editing and office management.

★ ★ ★

PARTICIPATION in this program requires a bachelor's degree and a minimum period of employment and activity in a specific skill or trade. The usual demand for a full academic year for certification is waived because, according to the project director, Dr. James Runnalls, it is believed that "the backgrounds these individuals are able to bring to a classroom will more than offset their lack of professional education training."

★ ★ ★

DATA GATHERED by the American Association of Junior Colleges attest to the need for such a program. It is estimated that 50,000 new instructors must be found by 1976, and 10,000 more will be needed to fill the spots vacated by teachers who will leave the profession.

One heartening aspect of the EPDA program is the use of knowledge and talent held by many professionals in all fields who face compulsory retirement because of age. Without teaching accreditation, their talents go to waste while they are still young enough to make a valuable contribution to education. The Stout University program sets an example for other schools throughout the country.

# Stout State Slates Retiree Training

By MICHAEL FEDO
Pioneer Press News Service

MENOMONIE, Wis. — June 16, 25 men and women who have contributed a combined total of nearly 1,000 years to business and industry, will be enrolling in a ten-week summer institute at Stout State University in Menomonie. Among them are industrial chemists, technical editors, engineers, a military disbursement officer, and home economists. They range in age from 50 to 65.

All of them have recently retired from industry or the military, and are returning to school under the federally funded Education Professions Development Act to prepare for second careers as classroom teachers in junior colleges and technical schools.

Currently many vigorous, active persons are forced to retire at 65 due to company policies, but many of these people possess knowledge and experience that would be invaluable in the classroom. Some leaders in education and government have long recognized this, but in the past have gotten little cooperation from state boards of education.

Until now, most persons retiring from successful professional careers, had lacked education certification, and were not eligible for hire as teachers. Also, they may have passed the age when educational institutions would have made employment available to them.

While the routine process of certification generally demands a full academic year of preparation, most requirements for participants in the Stout State program are waived. "We feel that the backgrounds these individuals are able to bring to a classroom will more than offset their lack of professional education training," said project director, Dr. James Runnals.

The participants are, however, required to hold a Bachelor's degree from an accredited college or university, and must have been employed or active in a specific skill or trade for at least two years.

This need for utilization of skilled retirees is indicated by statistics from the American association of Junior College. fifty thousand new instructors will be needed between now and 1976, and an additional 10,000 will be necessary to fill absences created by present staff members who leave the teaching profession.

"Each year between 60 and 70 new junior colleges are opening up in this country," Dr. Runnals said. "And there just aren't enough qualified personnel to staff all of them. This shortage is especially critical in the technical areas, and that's where retirees can lend a hand."

The Stout State project will include such subjects as philosophy of vocational, technical adult education; teaching methods; educational psychology; educational evaluation; and guidance and counselling.

During the institute, particpats will test their teaching aptitude with a relatively new teacher-training concept called Micro Teaching. Under this concept a student prepares a five minute lesson and presents it to pupils employed by the project. The lesson is video-taped and played back so the student-instructor is able to see for himself, areas of strength and weakness. He is also criticized by his "students" and the staff.

The program includes placement service for those completing the project, and directors say they will try to match participants of the institute with jobs that are available in localities where they wish to live.

Should the experiment prove successful, it is expected to expand to 50 students next summer, and the possibility exists that it could develop into a full-time institute.

"We know there are many vigorous persons who retire each year, and would like to remain active and useful," Dr. Runnals stated. "We recognize their talents and abilities, and hope this new undertaking can help fulfill their desires as well as the demands of higher education."

## PURPOSE OF THE INSTITUTE

The purpose of this institute will be to prepare personnel who have retired from industrial or military life to teach in a junior college or technical institute, where a critical shortage of technically trained teachers exists. In addition, an attempt will be made to match the participants of this institute with jobs that exist in the localities in which they wish to live.

This institute will provide the participants with an opportunity to try different teaching techniques, learn to use instructional media and apply them to the classroom situation, and to prepare and organize for a classroom situation.

## PROGRAM OF THE INSTITUTE

The program of the institute will be composed of five specific areas;

A. Philosophy of Vocational, Technical Adult Education

B. Teaching Methods

C. Educational Psychology

D. Educational Evaluation

E. Guidance and Counseling

These five areas will help qualify the technically trained personnel to teach in an accredited junior college or technical institute.

## ACADEMIC CREDIT REQUIREMENTS

A total of ten semester hours of credit will be available for the five courses in the Institute. These credits earned will be used to meet state certification requirements and by special application may be applied for graduate credit.

## NON-DISCRIMINATION PROVISION

No person the the United States shall, on the ground of race, creed, religion, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

## CRITERIA FOR ELIGIBILITY

Applicants should meet the general criteria, which are covered in the proposal for this Institute.

A. Participants and alternates will be selected from applicants who are retiring or have retired from industry or military life.

B. Applicant must possess an earned Bachelor's degree from an accredited college or university. Or equivalent.

C. Applicants must have been employed or active in a specific skill or trade for at least two ~~seven~~ (2) years.

D. Selection committee will give priority to:

1. Applicants whose recommendations indicate good personal character.

2. Applicants who show an honest desire to teach in a junior college or technical institute.

## STIPEND

Each participant is eligible to receive upon application a stipend of $75.00 per week and a $15.00 per week allowance for one dependent. Participants will pay for their own board, room and incidentals. No allowance is made for travel expenses to and from the Institute. Books will be furnished by the Institute.

## HOUSING AND MEALS

Dormitory facilities for participants and their wives are available within walking distance of classes. Cost per person for a double room is $80.00 or $100.00 for a single.

Meals are available in the university cafeteria or several restaurants located nearby.

Participants wishing to camp may use the university camp ground.

Some apartments are available for rent in the city but will be scarce during this summer.

## EXTRA CURRICULAR ACTIVITIES

Menomonie is in the heart of the summer tourist and recreation area. The city is on the shores of beautiful Lake Menomin where excellent fishing, boating and picnic facilities abound. Menomonie is only 65 miles from the Twin Cities of Minnesota and all of the Northern Wisconsin area is available for weekend trips. Tennis courts, a bowling alley, and swimming pool are among the recreational facilities on campus. A golf course is also near the campus and may be used upon payment of green fee.

## DEADLINES

All completed applications must be postmarked no later than April 21, 1969. Earlier submission of the application is recommended. The people who are selected participants and alternates will be notified between April 28, and May 1, 1969. Letters of acceptance from participants and alternates must be postmarked by May 9, 1969.

## APPLICATION

Applications may be secured from:

Dr. James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry
Stout State University
Menomonie, Wisconsin 54751

# EPDA
# SUMMER INSTITUTE
# INDUSTRY
# TO
# TECHNICAL TEACHING

June 16 to August 22, 1969

10 Weeks

## STOUT STATE UNIVERSITY
## MENOMONIE, WISCONSIN

25 Participants

As authorized under Title V-E
Education Professions Development Act
P.L. 90-35

STOUT STATE UNIVERSITY

APPLICATION FOR EPDA INSTITUTE FOR PROFESSIONAL PERSONNEL RETIRING FROM INDUSTRY

| DIRECTOR'S USE ONLY |
|---|
| __ Selected As Participant |
| __ Selected As Alternate |
| __ Not Selected For Participation |

1. Name_____
   Last First Initial

2. Home Address_____
   Street City State Zip Code

3. Current Address_____
   Street City State Zip Code

4. Age_____ Sex_____ Marital Status_____ Dependents_____

   Birth Date_____

5. Social Security Number_____

6. Have you ever attended an NDEA or EPDA Institute? _____No _____Yes

   If yes, where? _____

7. Colleges or Universities you have attended:

| Name of Institution | Degree Awarded | Major | Minor | Dates Attended From | To |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

8. Employment Record. List your places of employment during the past 10 years.

| Dates | Names & Addresses of Employer | Nature of your Duties |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

9. List any additional significant professional or academic experiences which will help to qualify you to be a successful teacher.

| Nature of Program | Sponsoring Institution | Date |
|---|---|---|
| | | |

10. Give name, address, and title of your immediate supervisor.

| | |
|---|---|
| Name_____ | Address: |
| Title_____ | |

11. Summarize any teaching experience you may have had.

| Subject or Assignments | Level | Years of Experience |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

12. Identify the individual whom you are asking for personal recommendation to this Institute

| Name | Position | Address |
|---|---|---|
| | | |

13. Indicate subject you would wish to teach; if you are accepted by this Institute and are subsequently placed in a teaching position.

_____ Junior College _____ Technical Institute

14. Indicate geographic area of United States or specific state you would like to teach in.

_____

15. Indicate why you wish to teach and how you might best benefit from this Institute.

16. Do you wish to make application for Graduate credit if accepted for this Institute?
_____Yes _____No

17. Indicate school or university providing transcript of undergraduate work.

_____
Name Address

18. Will you be willing to continue to participate in follow-up studies after completing this Institute, if you are accepted? _____Yes _____No A visit will be made by a consultant during the first year to evaluate the summer Institute.

_____ _____
Date Signature

STOUT STATE UNIVERSITY

CONFIDENTIAL EVALUATION FORM
EPDA Institute for Professional Personnel
Retiring from Industry

Name of applicant): _____

Return to:
Dr. James Runnalls
EPDA Project
Stout State University
Menomonie, Wisconsin 54751

The Selection Committee for the Institute to be held at Stout State University has requested forward this Confidential Evaluation Form to my immediate supervisor. Will you please complete this form and return it to the Institute Director named above.

1. Name of evaluator:

   Position:
   Address:

2. How long have you known the applicant and in what capacity?

3. Check the characteristics below and rank the applicant.

| Characteristics | Excellent | Above Average | Average | Fair | Poor |
|---|---|---|---|---|---|
| a. Knowledge of subject matter | | | | | |
| b. Ability as an employee | | | | | |
| c. Effectiveness in working with colleaques | | | | | |
| d. Capacity for growth | | | | | |
| e. Leadership potential | | | | | |

4. Please comment on applicant's character, performance, temperament, etc.

5. Comment on applicant's potential ability to teach.

6. Please comment on how effective the applicant has been as one of your employees.

Signature of evaluator: _____ Date: _____

MID-TERM EVALUATION

OF EPDA SUMMER INSTITUTE

| | Tabulations as Reported by Participants | | | | |
|---|---|---|---|---|---|
| | Excellent | Very Good | Good | Fair | Poor |
| 1. Was the information provided prior to enrollment considered adequate? | 3 | 3 | 2 | 1 | |
| 2. Was sufficient publicity material about Stout State University provided? | 3 | 3 | 2 | 1 | |
| 3. Was notification for acceptance to institute early enough? | 5 | 1 | 1 | 1 | 1 |
| 4. Did pre-institute contacts with the Director provide a clear understanding of the program? | 4 | 4 | | 1 | |
| 5. Has adequate assistance been provided in making personal and social adjustments on the campus and in the community? | 4 | 4 | 1 | | |
| 6. Are housing facilities adequate? | 4 | 3 | 1 | | 1 |
| 7. How would you evaluate the quality of accommodations in which you are living this summer? | 2 | 6 | | 1 | |
| 8. Were you made to feel welcome upon your arrival on campus? | 7 | 2 | | | |
| 9. How would you evaluate the quality of food being served by Food Service? | 6 | 3 | | | |
| 10. How adequate are the extra curricular activities provided by the University? | 4 | 3 | 2 | | |
| 11. Have the attitude and performance of the staff and the general atmosphere of the University been stimulating? | 6 | 3 | | | |
| 12. Is the social program adequate enough? | 4 | 3 | 2 | | |
| 13. Did the first day orientation meeting meet with your expectations? | 5 | 4 | | | |
| 14. Is the quality of instruction what you expected it to be? | 7 | 2 | | | |
| 15. Are you gaining the knowledge you feel you will need to enter upon a new occupation in education? | 4 | 5 | | | |

| | | Excellent | Very Good | Good | Fair | Poor |
|---|---|---|---|---|---|---|
| 16. | Do you feel that your instructors have your future success upper most in their presentations? | 5 | 4 | | | |
| 17. | How effective were the methods used by the instructors in their presentations? | 2 | 7 | | | |
| 18. | Was the weekly schedule of classes well arranged? | 3 | 4 | 1 | 1 | |
| 19. | Does the floating free period make it possible for you to study? | 1 | 2 | 3 | 3 | |
| 20. | Do you find the staff easy to communicate with? | 8 | 1 | | | |
| 21. | Are assignments given far enough in advance? | 4 | 5 | | | |
| 22. | How satisfactory has the physical arrangement of the classroom been? | 3 | 3 | 2 | 1 | |
| 23. | Has the proportionate amount of time devoted to lectures and participant discussion been satisfactory? | 6 | 3 | | | |
| 24. | Has a pre-determined outline been rigidly followed, or have participants' questions and individual interests been explored? | 4 | 3 | 2 | | |
| 25. | Would greater motivation and more learning have resulted from a more comprehensive testing schedule? | 9 - No | | | | |
| 26. | Would a larger number of participants have resulted in a more typical type of class procedure, which might have added to a better understanding of the problems of a college teacher? | 9 - No | | | | |
| 27. | Has the content of the five courses been pertinent to their needs, as they anticipate them? | 4 | 3 | 1 | | |
| 28. | How did you feel Dr. Fibel's presentation went? | 3 | 5 | 1 | | |
| 29. | Did Dr. Fibel's presentation provide you with enough background on the junior college programs? | 4 | 1 | 4 | | |
| 30. | How did you feel Mr. Martin's presentation went? | 8 | 1 | | | |
| 31. | Did Mr. Martin's presentation provide you with enough background on the post secondary vocational programs and the continuing education programs? | 4 | 4 | 1 | | |

EPDA INSTITUTE

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1. 7:30 8:30 | NO CLASS | Teaching Lab (to be arranged) | Teaching Lab (to be arranged) | Teaching Lab (to be arranged) | Teaching Lab (to be arranged) |
| 2. 8:30 9:30 | NO CLASS | Methods of Teaching Ind. Educ. 449-305 Dr. Boaz, Dr. Mahoney, Dr. Runnalls | Methods | Methods | Methods |
| 3. 9:30 10:30 | Philosophy of VTAE 469-402 Dr. Mahoney | NO CLASS | Philosophy | Philosophy | Philosophy |
| 4. 10:30 11:30 | Educational Evaluation 421-441 Dr. Boaz | Evaluation | NO CLASS | Evaluation | Evaluation |
| 5. 11:30 12:30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 6. 12:30 1:30 | Introduction to Guidance 421-401 Dr. Mahoney | Guidance | Guidance | NO CLASS | Guidance |
| 7. 1:30 2:30 | Educational Psychology 479-303 Dr. Boaz | Psychology | Psychology | Psychology | NO CLASS |
| 8. 2:30 3:30 | | | | | |
| 9. 3:30 4:30 | | | | | |

To: Dr. Boaz
Dr. Mahoney
EPDA Participants

From: J. J. Runnalls

The following class schedule will be in effect during the week June 30 to July 3 only. Classes will follow the established schedule again on July 7. Please Note: Thursday Classes.

| | Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|---|
| 8:30 | Methods | Methods | Methods | Philosophy |
| 9:30 | Open | Philosophy | Philosophy | Evaluation |
| 10:30 | Evaluation | Open | Evaluation | Guidance |
| 12:30 | Guidance | Guidance | Open | No Class |
| 1:30 | Psychology | Psychology | Psychology | No Class |

TO: Dr. Boaz
Dr. Mahoney
KPDA Participants

FROM: Dr. Runnalls

SUBJECT: Last Week Program

1. Free periods for final week will be cancelled so that the final wrap-up of of classes can be more complete.

2. Wednesday Schedule

8:30 - Quiz in Methods Class
9:30 - R & R-No Class
10:30 - Test in Evaluation
11:30 - R & R - Lunch
12:30 - R & R-No Class
1:30 - Test in Guidance

Thursday Schedule

8:30 - No Class - Wake Up
9:30 - Test in Philosophy
10:30 - R & R
11:30 - Lunch
12:30 - R & R
1:30 - Test in Psychology

3. On Friday the first three classes will meet so that the instructors can close up for the summer. This will make it possible for everybody to be on their way by noon.

EVALUATION OF EPDA PROJECT
by
DR. JAMES H. MAHONEY

Having had experience with a similar project in another institution and having had close contact with twenty or more project directors in a meeting with the USOE in Washington and during a special one-week institute for directors at Michigan State, I learned a great deal about the nature of problems which fequently arise during these projects. Apparently because of the way this institute was organized and directed, none of these problems were apparent here at Stout.

Listed below are some random thoughts concerning the EPDA project. I assume that many of these are obvious to the Director; however, they may serve to reinforce his observations.

1. One of the strengths of the institute was the harmony and cooperative attitude of the staff. Working as closely as is necessary in an institute program for a period of eleven weeks frequently uncovers personality conflicts and conflicts in philosophy and technique which interfere with progress and have a demoralizing effect upon participants.

2. The harmony and enthusiasm that existed among the participants was brought about to a large extent by the welcome afforded the group by the Administration and the Program Director and by the Director's leadership in orientation in general and in the development of rapport.

3. The three staff members all having a Missouri background might be expected to result in a degree of monotony; however, the distinct difference in personalities seemed to compensate adequately.

4. The informal, yet scholarly atmosphere that existed in the classes was appreciated by the participants and resulted in maximum effort and learning.

5. The arrangement of the schedule with its provision for long weekends was appreciated by participants and staff and encouraged more intense involvement during the week.

6. There is some evidence that an eight-week institute would be more appropriate; however, the disadvantages of ten weeks are mainly psychological and can be overcome. In view of the fact that ten hours, possible during the ten-week program, might be a significant factor on salary schedules, careful thought should be given to this problem before changing to a shorter term. Of course the extra cost of conducting a ten-week institute might be the determining factor.

7. Some thought might be given to a reduction of the number of hours of lecture-discussion, with a larger portion of time devoted to other types of participation, such as preparing lesson plans and visuals, operating a variety of audio-visual equipment, conducting class discussion and preparing devices for evaluating the effectiveness of their presentations.

8. The participants showed genuine interest in University personnel; therefore, they might have benefitted from the utilization of outstanding members of the Stout faculty for short (hour or one and one-half hour) presentations in areas in which they are recognized authorities and which related to the content of the institute.

9. It would be highly desirable and interesting to the participants to associate more closely with younger students. This might be accomplished by inviting student panels to discuss current student problems with the participants, by visiting at least one undergraduate class as observer only, or by preparing and presenting a one-day unit in an undergraduate class related to the participant's interest and background.

NARRATIVE DESCRIPTION OF EPDA INSTITUTE FOR EARLY RETIREES
STOUT STATE UNIVERSITY - SUMMER 1969
by
HOLLAND E. BOAZ

It should be realized that the following narration is the personal reaction of only one of the members of the teaching staff employed to teach in the EPDA Summer Institute to prepare early retirees from industry and the military to enter education as teachers. The opinions and points of view stated here in are those held by the writer, formulated, of course, by his contacts and involvements with the many people and factors present during the period of the institute.

Many factors are no doubt obvious to the administration and the director. The following is one such item. The awarding of the institute should have been received sooner, thereby, making possible earlier contact with potential participants, faculty, and consultants. Other such items will not be innumerated since they would be equally evident.

The observation and reactions to follow however, are the result of close contact with the participants and an active involvement with the institute.

The personal assistance, help, and concern freely given to the participants by all involved persons seems to have been greatly appreciated by them. There appears to be considerable merit in having one or more of the faculty living in close proximity to the participants. This allows a healthy interaction of personalities not possible through any other means. This informal association seems to foster a more genuine understanding between the people involved.

The participants expressed an appreciation for the consideration they received when the class schedule was formulated. They also indicated that they felt more closely associated with the director as a result of his involvement with a portion of the actual teaching duties. Some of the participants have indicated that there was considerable merit to having brought in visiting faculty in order to profit from the varied background, philosophy, experiences, methods of teaching, etc.

On numerous occasions the participants have indicated that they appreciated the classes being conducted on a discussion basis where there was chance for a free interchange of ideas. Some have revealed that they would have been very unhappy had the classes been conducted otherwise. Class size should be relatively small to allow for this interchange.

It is felt that a conscious and continuous attempt should be made to adapt the subject matter to the participants in terms of their background, experience, and competence level.

The following suggestions are offered to assist in future planning for an institute similar in nature to this one.

The optimum length of time for an institute of this type would seem to be of eight weeks duration rather than ten. This would be advantageous for many reasons but primarily to meet the needs of the participants who accept teaching jobs and must accomplish many details involved in becoming orientated on a new job and also the problems arising due to a move.

In the selection of the participants perhaps closer scrutiny needs to be exercised to determine if they do possess a sincere desire to teach. Some of the participants indicated that they were primarily interested in educational activities other than teaching.

It is suggested that there be three field trips scheduled; one to a junior college, one to a vocational technical institute, and another to a university or branch campus. This would allow for a broader scope of understanding.

The inclusion of minority groups would seem to have merit in a future program.

Although the participants gained considerable experience in the presentation of lessons and materials via video tape and class reports, it would seem that some other more varied and perhaps realistic experiences should be provided. This additional experience might take the nature of lessons or presentations to college classes in session at the time or perhaps to serve as a resource person or guest speaker for the American Industries Program.

In conclusion, those persons responsible for the conception, formulation, and instigation of this EPDA institute are to be congratulated. Not only did this program serve a worthwhile need but would seem to be the first of its kind in the country. It would be very desirable that this institute serve as a pilot program from which another institute could be formulated. It can be envisioned, in the years to come, that other such institutes could and should be established in many parts of the country. Appreciation is expressed by the writer for having had the opportunity to be a part in this institute and for the valuable experience gained.

PARTICIPANT EVALUATION FORM

Tabulations as Reported by Participants

| | |
|---|---|
| _ _ _ _ _ _ _ _ _ | The level of the training program in terms of background experience and competence: |
| | Over my head. |
| x x x x x x x x x | Integrated with previous background and experience. |
| | Covered information with which I was already familiar. |
| | The length of the program was: |
| x x x | Too long. |
| | Too short. |
| x x x x x x | About the right length. |
| | Identify your perception of the primary value of the training program by ranking the following: |
| 3 5 5 1 NA NA 3 3 | Content (Updating in disciplinary field). |
| 1 1 2 4 1 1 1 1 | Attitude change (Social sensitivity, philosophy, etc.) |
| 2 2 2 4 3 4 2 2 2 | Methodology (Including skills development). |
| NA 3 3 NA 3 4 NA | Characteristics of Learning. |
| 4 4 1 1 2 2 5 4 | Communication (Understanding & communicating more effectively with others). |
| | Rate the following characteristics of the training program in relationship to your expectations by indicating whether the following particular program: |
| A A A A A B B A A | Administrative arrangements-quality of learning atmosphere created; |
| B C B A B A B A B | Administrative arrangements-living-dining conditions; |
| A A A B B B A B A | Administrative arrangements-effectiveness of program schedule of activities; |
| A NA NA NA NA NA NA A | Administrative arrangements-internship experience |
| A A A A A A A A A | Quality of full-time teaching staff |
| A NA A NA A A NA A | Quality of Part-time teaching staff |
| A A B A A B B B A | Quality of consultants |
| A A B C B B C B A | Quality of facilities |
| A B A A A A A A A | Group Rapport |
| A A A A A B A A A | Administration-Faculty-Participant rapport |
| B A A B B A B A B | Academic Requirements of participants |

(A) Exceeded my expectations. (B) Met my expectations.

(C) Did not quite satisfy my expectations. (D) A major area of weakness in the program.

EVALUATION FORM
FOR
RETIREES FROM INDUSTRY

Tabulation

STOUT STATE UNIVERSITY
EPDA INSTITUTE
MENOMONIE, WISCONSIN

(To be filled out in consultation with the immediate supervisor.)

Name of Participant_____ Evaluator_____

School_____

_____

Address City State Zip

Subject Areas Now Teaching _____

_____

Name of Administrative-Supervisor _____
Title

PERSONAL QUALITIES

WEAK ⟶ SATISFACTORY ⟶ OUTSTANDING

| | | | |
|---|---|---|---|
| Appearance, manner, and bearing. | ( ) ( ) ( )<br>Deficient in social amenities. | ( ) ( ) ( )<br>//<br>Tactful; courteous; makes satisfactory impression. | ( ) ( ) ( )<br>///  /<br>Enthusiastic and forceful. |
| Comment | | | |
| Mental alertness. | ( ) ( ) ( )<br>Thinks slowly; limited comprehension. | ( ) ( ) ( )<br>/ //<br>Grasps ideas easily; sound judgment. | ( ) ( ) ( )<br>// /<br>Exceptionally quick to understand. |
| Comment | | | |
| Emotional poise. | ( ) ( ) ( )<br>Unduly tense or uncertain | ( ) ( ) ( )<br>//<br>Usually well controlled. | ( ) ( ) ( )<br>/// /<br>Consistently acts decisively and with good judgment. |
| Comment | | | |
| Physical fitness for teaching. | ( ) ( ) ( )<br>Often too ill to attend to duties; lacks vitality. | ( ) ( ) ( )<br>/ ///<br>Appears to have adequate physical stamina for the job. | ( ) ( ) ( )<br>/ /<br>Vitality and appearance suggests optimum health. |
| Comment | | | |

Name of Participant_____

PROFESSIONAL COMPETENCE

| | WEAK → | SATISFACTORY → | OUTSTANDING |
|---|---|---|---|
| Knowledge of subject matter and skills of major field.<br>Comment | ( ) ( ) ( )<br>Inadequate; narrowly specialized; out-of-date. | ( ) ( ) ( ) ////<br>Well informed in several fields. | ( )/ ( ) ( )/<br>Exceptionally broad, appropriate knowledge. |
| Ability to develop discipline and morale.<br>Comment | ( ) ( ) ( )<br>Uneven control; pupil morale only fair. | ( ) ( )// ( )/<br>Develops pupil self-discipline; pupil morale good. | ( ) ( )/ ( )//<br>High degree of pupil self-discipline. |
| Effectiveness as a leader of pupils.<br>Comment | ( ) ( ) ( )<br>Pupils find him dull, unsympathetic, distant. | ( ) ( )// ( )//<br>Pupils accept his leadership. | ( )/ ( ) ( )/<br>Pupils find him inspiring. |
| Ability to plan instruction.<br>Comment | ( ) ( ) ( )<br>Insufficient, inappropriate planning. | ( ) ( ) ( ) ////<br>Adequate and appropriate planning. | ( )/ ( )/ ( )<br>Creative planning. |
| Effectiveness of teaching procedures.<br>Comment | ( ) ( ) ( )<br>Pupil achievement below expectancy. | ( )/ ( )// ( )//<br>Pupil achievement satisfactory. | ( )/ ( ) ( )<br>Pupil progress consistently outstanding. |
| Management of classroom environment and routines.<br>Comment | ( ) ( ) ( )<br>Insensitive to classroom conditions. | ( ) ( )// ( )//<br>Classroom environment healthful. | ( )// ( ) ( )<br>Creative arrangement of classroom environment. |
| Assuming responsibility for school activities.<br>Comment | ( ) ( ) ( )<br>Inclined to shirk; gives minimum service. | ( ) ( )/ ( )/<br>Accepts assigned responsibilities; dependable. | ( )/ ( )/ ( )//<br>Accepts leadership; shows initiative. |
| Working with others (members of school staff, parents, community leaders).<br>Comment | ( ) ( ) ( )<br>Unresponsive; frequently antagonizes others. | ( ) ( ) ( )///<br>Works harmoniously and cooperatively with others. | ( )/ ( )// ( )<br>Recognized as leader. |
| Reaction to constructive criticism of a professional nature.<br>Comment | ( ) ( ) ( )<br>Finds it difficult to accept criticism. | ( ) ( )/ (///<br>Accepts criticism well. | ( ) ( )/ ( )<br>Invites criticism. |

Remarks:_____

EVALUATION FORM
FOR
RETIREES FROM INDUSTRY

Tabulation

STOUT STATE UNIVERSITY
EPDA INSTITUTE
MENOMONIE, WISCONSIN

(To be filled out in consultation with participant.)

Name of Participant_____ Date_____

Name School_____

Address of School_____
Street City State

Evaluator_____

1. Did the EPDA Institute meet your specific needs for making a successful transition to teaching? ////// Yes _____ No

2. If you had it to do over again, would you attend an EPDA Institute to be trained as a teacher? ////// Yes _____ No

3. Has your past industrial or military experience been an asset to your teaching career? Comment: ////// Yes _____ No

4. Are you teaching in subject areas which correspond with your previous educational training and/or experience? ////// Yes _____ No

5. In light of your training and experience are you asked to make contributions to help structure the curriculum? ____ None /// Some //// Much

6. Do you plan to pursue additional college training as a result of your experience in the EPDA Institute? /// Yes /// No

7. Would you recommend an EPDA Institute to a friend as a way of making a transition from an industrial or military life to teaching? If no, comment: ////// Yes _____ No

8. Do you feel that you would be as effective a teacher without having attended the EPDA Institute? If yes, comment: _____ Yes ////// No

9. Does your placement in your present school meet your expectation? //// Yes // No

10. Has your administration made any comments to you about your effectiveness as a teacher as a result of the EPDA Institute? /// Yes /// No

Name of Participant_____

11. Do you feel you possess adequate self-confidence in controlling your classes? |||| Yes _____ No

12. Do you find teaching as rewarding an experience as you anticipated? Comments: |||| Yes _____ No

13. Are you making use of appropriate teaching aids in your teaching?

| | None | Some | Extensively |
|---|---|---|---|
| Video Tape | | | |
| Tape Recorder | | | |
| Overhead Projector | | | |
| Opaque Projector | | | |
| Programmed Teaching Units | | | |
| 16 mm Sound Projector | | | |

Others_____

14. In light of the course work you took during the EPDA Institute how much attention should be given to the courses in future Institutes?

| | None | Less | Same | More | Much More |
|---|---|---|---|---|---|
| Methods of Teaching | | | | | |
| Philosophy of Vocational-Technical-Adult Education | | | | | |
| Educational Psychology | | | | | |
| Guidance | | | | | |
| Educational Evaluation | | | | | |

15. Can you project into the future how many years you can serve as a teacher?

10, 8, 15, 17, 15, 10 _____ Full Time

10, 5 _____ Part Time

NEWS

STOUT STATE UNIVERSITY
Menomonie, Wisconsin 54751
Phone: Area 715 235-5541 Ext. 237

February, 1969

FOR IMMEDIATE RELEASE:

MENOMONIE, WISCONSIN --- The first program in the nation aimed at retraining professional personnel in industry and the military for new careers in education when they approach retirement age was announced today.

Stout State university will serve as the recruitment, training and placement center for the program.

The primary objective of the program is to tap an unused resource of trained professional people and prepare them to serve as teachers in higher education, according to Philip W. Ruehl, assistant dean of Stout's School of Applied Science and Technology and the project's developer.

Federal government figures indicate that industry will need 650,000 new technicians by 1975, Ruehl said, an increase of about 6.4 percent annually. These new technicians will have to be trained in technical schools or junior colleges, creating a tremendous demand for additional teachers.

Interviews conducted with some of the nation's largest industries indicated a real need and high enthusiasm for the project, according to Ruehl.

"We feel that persons leaving military service and industry generally between the ages of 50 and 65 can make a major contribution in the field of education," Ruehl said. "In many cases, qualified individuals slip into retirement or assume jobs that are not challenging and beneath their abilities. This is wasted manpower."

To qualify for the program, an individual must have at least a bachelor's degree and experience in a technical area.

One of the secondary objectives of the program, Ruehl said, is to develop a national data center which will provide information on job opportunities available

in the junior colleges and technical institutes. The data center will help other teacher training institutions fill critical shortages by providing information on programs that should be emphasized to reduce the time gap between supply and demand for teachers.

A three-month summer institute for the first 25 participants will begin June 16, Ruehl said. Accepted applicants will receive stipends of $75 a week plus $15 for each dependent. Tuition will be waived and all fees will be paid by the project.

Summer work will include the psychology of learning, methods of teaching, principles of vocational education, and curriculum development, Ruehl said.

"Every effort will be made to keep the instruction in tune with the participant's needs and the staff will be alerted to recognize the maturity and experience of each individual," Ruehl said.

"If this pilot session proves successful, a much broader recruitment of retired persons will be made--up to 100 a year. Once this project proves operational and self supporting, other teacher training institutions could conduct similar programs."

The project is federally funded by a $60,000 grant under the Education Professions Development Act.

Ruehl said that applications for the program would be handled through him until a director is named.

###